

1.9 STUDENT FEEDBACK POLICY

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External Reference points	- Higher Education Commission (HEC) Pakistan – Quality Assurance Framework and relevant policies (where applicable) - Academic Regulations of Partner Universities and Awarding Bodies		
Version Control			
Previous Version	New Version	Date	Update/Notes
V4.1	V4.2	14-04-2026	Enhanced the monitoring and review section

POLICY FRAMEWORK

IVY Academic Network is committed to listening to students and using their feedback to improve the quality of teaching, learning, assessment, student support, campus services, and the wider student experience. Student feedback is an important part of the institutional quality assurance and enhancement process. It helps the institution understand what is working well, what needs improvement, and how students experience their programme across different campuses and modes of delivery.

This Policy sets out how student feedback is collected, analysed, reported, responded to, and used for continuous improvement. It supports a culture in which students are treated as active partners in improving the quality of their education, while also ensuring that feedback is handled fairly, respectfully, confidentially, and constructively.

SCOPE

- This Policy applies to all students registered with IVY Academic Network across all campuses, programmes, levels, and modes of study.
- It applies to all formal and informal feedback collected through surveys, meetings, class representatives, student forums, module reviews, programme reviews, complaint trends, suggestion channels, and quality assurance activities.
- It applies to all academic departments, teaching staff, student support teams, campus administration, programme leaders, campus heads, and the Quality Assurance Department.



TYPES OF STUDENT FEEDBACK

- IVY Academic Network may collect student feedback through formal and informal methods.
- Formal feedback may include module evaluation surveys, teacher evaluation surveys, programme feedback surveys, mid-semester surveys, end-semester surveys, annual student experience surveys, orientation feedback, library and learning resource feedback, student support feedback, digital learning feedback, placement or internship feedback, and graduate or alumni feedback.
- Informal feedback may include feedback shared with teachers, programme leaders, academic coordinators, student advisors, counsellors, campus heads, class representatives, or the Quality Assurance Department.
- Student feedback may also be gathered through student-staff meetings, focus groups, student representative meetings, suggestion forms, complaint analysis, student council discussions, and quality review meetings.
- Feedback collected through complaints will be handled under the Complaints Policy where a student is seeking a formal remedy. However, complaint themes may also be used for quality enhancement and institutional learning.

COLLECTING FEEDBACK

- Student feedback will be collected regularly during each academic term and at key points in the student journey.
- IVY Academic Network will collect feedback at mid-semester and end-semester stages, where applicable. Additional feedback may be collected after orientation, assessment periods, support sessions, events, placements, or programme review activities.
- Feedback tools must be clear, simple, accessible, and designed in a way that allows meaningful analysis.
- Feedback forms may be administered online or in hard copy. Where hard copy forms are used, they must be handled securely and transferred to the relevant department for analysis.
- The Quality Assurance Department will coordinate the institutional feedback calendar and ensure that feedback is collected consistently across campuses.
- Academic departments and campus teams will support the collection of feedback and encourage students to participate.
- Students should be informed about the purpose of feedback, how it will be used, and how their confidentiality will be protected.
- Individual feedback responses are treated as confidential. Where feedback is reported to faculty members, programme leaders, or campus heads, it will normally be anonymised or presented in aggregate form so that individual respondents cannot be identified.

FEEDBACK RESPONSE RATE

Academic departments and campus teams should aim for a minimum feedback response rate of 40% for each survey cycle, where practicable. Where response rates fall notably below this threshold, the Quality



Assurance Department will review the feedback collection method used and work with the relevant department or campus team to improve participation in the next cycle.

ANALYSING FEEDBACK

- Feedback will be analysed by the relevant academic department, campus team, and Quality Assurance Nominee of the respective campus.
- Analysis should identify strengths, areas for improvement, recurring concerns, campus-level issues, programme-level patterns, and matters requiring immediate action.
- Teacher-specific feedback may be used for professional development, mentoring, appraisal, recognition of good practice, and teaching enhancement. It should be handled fairly and discussed constructively with the relevant faculty member.

REPORTING FEEDBACK

- Feedback reports will be prepared at module, teacher, programme, campus, and institutional levels where appropriate.
- Relevant findings will be shared with faculty members, programme leaders, campus heads, student support teams, and the Quality Assurance Department.
- Programme-level and campus-level feedback reports should be reviewed in departmental meetings, quality assurance meetings, and relevant academic committees.
- Serious or repeated concerns must be escalated to the Campus Head, Programme Leader, Quality Assurance Department, or senior management as appropriate.
- Feedback reports should include key strengths, key concerns, action required, responsible person, timeline, and follow-up status.

CLOSING THE FEEDBACK LOOP

- IVY Academic Network will communicate key actions taken in response to student feedback.
- Closing the feedback loop may take place through class announcements, email updates, noticeboards, learning platforms, student representative meetings, student forums, programme meetings, or quality enhancement reports.
- Students should be informed about changes made as a result of their feedback. This helps build trust and encourages future participation.
- Where students consider that their feedback has not been meaningfully addressed, they may raise the matter with the Quality Assurance Department or, where appropriate, through the Complaints Policy.

MONITORING AND REVIEW

- Quality Assurance Department (Head Office) will monitor the implementation of this Policy.
- Feedback participation rates, recurring themes, actions completed, unresolved issues, and improvements made will be reviewed regularly.



- Campus may use feedback outcomes to inform annual monitoring, programme review, teaching development, campus self-evaluation, student support planning, and quality assurance reporting.
- This Policy will be reviewed annually or earlier where required by quality assurance findings, student feedback, institutional change, or regulatory expectations.
- Feedback records, reports, and related documentation are retained securely for a minimum of five years, or for as long as required by an active case or applicable legal requirement.